

MOSIS DEFINITIONS FOR LEP/ELL/ESOL FIELDS
Updated 02/19/2008

Limited English Proficient (LEP): Refers to a student speaking a language other than English at home and whose English language proficiency is below that of grade and age level peers.

K-12 ELL (LEP) Students Enrolled: The number (headcount) of students in grades K-12 enrolled on the last Wednesday in September whose English language proficiency was below that of grade and level peers. Do not include students that have exited the LEP category, even those in a 2-year monitored status.

LEP Not Receiving Services: This term indicates students whose native languages are other than English and who are from other countries or whose home environments include languages other than English; whose English language proficiency is comparable to grade and age peers; whose placement assessment or monitoring results indicate that they do **not** need to receive differentiated instruction to address their English language proficiency.

LEP 1 Year Monitoring: This term indicates first year students whose native languages are other than English and who are from other countries or whose home environments include languages other than English; whose English language proficiency is comparable to grade and age peers. These students do **not** receive differentiated instruction to address their English language proficiency but should still be designated as ELL for two years while the district monitors the academic success of these students although they no longer receive instruction to address English language proficiency.

LEP 2 Year Monitoring: This term indicates second year students whose native languages are other than English and who are from other countries or whose home environments include languages other than English; whose English language proficiency is comparable to grade and age peers. These students do **not** receive differentiated instruction to address their English language proficiency but should still be designated as ELL for two years while the district monitors the academic success of these students although they no longer receive instruction to address English language proficiency.

LEP Receiving Services: This term indicates students whose native languages are other than English and who are from other countries or whose home environment includes languages other than English; whose English language proficiency is below that of grade and age peers. These students do receive differentiated instruction to address their English language proficiency.

LEP Language Proficiency Test: The Language Assessment Scales (LAS), Idea Placement Tests (IPT), Woodcock-Munoz Language Survey (WMLS-R), and Maculaitis Assessment of Competency (MACII) are state suggested assessment tools that indicate the basis for deciding whether or not a student needs additional help overcoming language barriers to schooling and whether a student's English language skills are what would be expected of the average English-speaking student at the **age-appropriate grade level**. They must assess reading, writing, speaking and listening.

LEP Informal Assessment: The institution locally created or non commercial assessment tools that indicate the basis for deciding whether or not a student needs additional help overcoming language barriers to schooling and whether a student's English language skills are what would be expected of the average English-speaking student at the **age-appropriate grade level**. They must assess reading, writing, speaking and listening.

LEP Teacher Interview: This is an individually teacher created assessment tool (through questionnaire) that indicates the basis for deciding whether or not a student needs additional help overcoming language barriers to schooling and whether or not a student's English language skills are what would be expected of the average English-speaking student at the **age-appropriate grade level**. The focus is reading, writing, speaking and listening.

LEP Parent Request: The term indicates parents' legal right to provide input to the education of their children and to choose among instruction programs if more than one type of program is offered; parents' input in deciding whether or not a student needs additional help overcoming language barriers to schooling.

ELL Primary Language: ELL Primary Language Codes can be found at <http://dese.mo.gov/MOSIS/languages.xls>. This term indicates the language other than English that ELLs use to communicate in the home environment.

ELL Exit: This term indicates the status of the child transitioned out of the program designed for differentiated instruction.

ELL Exit Test: This term indicates the assessment tools used in determining whether a child must transition out of the program designed for differentiated instruction.

Title III: This term indicates an ELL student who is receiving services funded through Title III of the No Child Left Behind Act of 2001.

ESOL Instructional Model: This term indicates the instructional approach that an institution (a school district) uses for teaching students from other language backgrounds.

English for Speakers of Other Languages (ESOL): For perhaps the majority of educational contexts that include LEP students, an ESOL approach is the only practical

one. This might be the case either because a qualified teacher who is fluent in both English and the student's other language is not available, or because there are so many other languages represented by students that having a bilingual teacher for each language is impractical.

In Missouri, both of the above reasons, coupled with the relatively low numbers of students in the majority of districts enrolling LEP students, make ESOL the approach of choice. In addition, the only formal teaching recognition in Missouri is the ESOL endorsement; there is no bilingual certificate or endorsement.

INSTRUCTIONAL PROGRAMS

Structured ESOL Immersion: Typically employed in elementary grades, this program attempts to provide students bilingual teachers in a self-contained classroom. Nevertheless, the language of the classroom is English. The advantage for the students is that a teacher can rely on the students' native language for explaining and elaborating on key skills and concepts. While an effective approach where there are sufficient numbers of LEP students to comprise a class, structured immersion is not usually implemented with very small (i.e., 1-20) numbers of students, or where students come from many language backgrounds.

Content-Based ESOL: This is probably the most widely adapted ESOL approach in schools. Content-based ESOL recognizes that language is a means to an end and focuses on delivering curriculum content through English in such a way as to make the content understandable (i.e., "comprehensible") to English language learners. Both elementary and secondary students benefit from this method. It provides the advantages of not removing students from content area instruction to focus exclusively on learning English, while at the same time teaching the same content all students receive.

Pull-Out ESOL: The least effective ESOL method is to periodically remove, or pull out, LEP students from the classroom. Unfortunately, in many districts this seems to be the only reasonable alternative. Often only one or two qualified ESOL teachers must reach a number of students scattered across several buildings and grade levels. During the pull-out time, teachers may work one-on-one with students, or group them according to ability or grade level.

The detrimental effects of pull-out can be mitigated when the ESOL teacher collaborates effectively with regular classroom teachers, who employ helpful content-based strategies.

Bilingual Education: Bilingual classrooms in Missouri really only exist in some of the large city schools. Nevertheless, three approaches to bilingual education are described below since it is clear that a properly implemented bilingual classroom is the most effective, long-term educational setting for LEP students. Furthermore, elements of successful bilingual classrooms can be implemented in other classroom settings as well.

As before, the types are listed from most to least effective. [All things being equal, these three methods are more effective, in the long term, than the most successful ESOL method]

Bilingual Immersion: When fully implemented, this method provides varying percentages of instruction in either English or a second language for the student's entire school career, grades K-12. Typically, students begin school with most of each day's instruction given in the "minority" (non-English) or native language. By graduation, slightly more than half of daily instruction is in English, with the remainder in the native language.

Needless to say, these programs require teachers who are not only qualified in content area(s) but highly proficient (in verbal and literacy skills) in two languages as well. The main outcome of this approach is students who demonstrate high academic competence in two languages.

Two-way Developmental Programs: This is essentially a broad heading for programs where both language minority and language majority students are in the same classroom. It can include immersion programs, as well as late-exit programs. An immersion differs from a two-way approach mainly in that the former can be implemented without necessarily having a population of language minority students present (in other words, a school of monolingual English-speaking students can have a French immersion program). The goal is still for participating students to become bilingual through long-term structured use of both English and another language.

Late and Early Exit Programs: Both of these kinds of programs begin with daily instruction split between the minority and majority languages, then transition students into all English instruction at some point in time. In contrast with two-way bilingual programs, late- and early-exit programs are specifically designed for speakers of non-English languages since the purpose is to have students successfully function in an all-English classroom. Late-exit, also called maintenance, programs may go for as long as six years, but were originally conceived as K-12 programs. Early-exit, also called transitional, programs are usually designed to move bilingual students into English classrooms after 2-3 years.

Team-Teaching: In schools where the classroom and instructional approach permit, team-teaching may be a useful way to "mainstream" LEP students and avoid frequent pull-out sessions. This technique may work especially well at the secondary level when the ESOL teacher can also teach the subject matter. Team-teaching incorporates collaboration, joint planning and cross-curricular themes into instructional programs.

"Sheltered" Classrooms: This term refers to a room where only LEP students are taught. Students are taught the same curriculum as their peers, but in a context where the teacher can employ techniques designed to help make the content understandable to them. These techniques include language simplification and additional contextual clues. Another term used for this kind of classroom is "language sensitive."

Resource Classrooms: For various reasons (number of staff, physical facilities, etc.), some school districts have found that strategically placing an ESOL Resource Classroom in a school facilitates student progress. These rooms are probably most effective at middle and high school grades, where students take separate content classes. They can also serve as an actual ESOL classroom for part of the day. At other times, students may drop in to discuss readings, complete tests, work on projects, or do individualized units of coursework.

Newcomer Centers: Larger school districts and those with a steady influx of students new to both school and the U.S. have had success with newcomer centers. Depending on need and district resources, a center may serve as a kind of “chamber of commerce” for the school and community. Centers provide a safe and supportive context for students before they move into a regular school. Some districts bring all new students to a single site for assessment and initial English instruction, and may keep them there from six months to a year. Additional classes may be offered that help students adjust culturally, socially and academically.